

English 1302 Composition II

Fall 2012

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Class Days/Time: TR 2:30 p.m.-3:45 p.m.

Classroom: UC242

Course Description:

This course builds on those skills developed in English 1301 and assumes a satisfactory level of student competency in composition. Additionally, as in English 1301, this course helps students understand and develop their writing, reading, and thinking skills through the creation and rhetorical study of personal and scholarly texts. It requires more extensive and analytical reading and writing than English 1301.

Required Texts:

The Norton Reader, 13th edition. Linda H. Peterson and John C. Brereton. Norton: 2012

(ISBN: 0-393-97887-7) Buy: \$55.00; rent for 130 days: \$26.00 (ebook).

Rules for Writers: A Brief Handbook, 7thed. Diana Hacker. Bedford: 2012

(ISBN: 0-312-647360) Buy: \$37.00

Recommended: A collegiate dictionary

Email Account:

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Student Learner Outcomes:

The Texas Higher Education Coordinating Board adopted Exemplary Educational Objectives (EEOs) to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. English 1302, for ENGL 1302 *Composition II*, the Communication EEOs are integrated into the Student Learner Outcomes below:

1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation as evidenced in satisfactory completion of all the written discourses submitted in this course. This objective reflects the expectations of Communications Exemplary Educational Objective 1.
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices as evidenced in acceptable completion of Paper I and II. This objective reflects the expectations of Communications Exemplary Educational Objective 2.
3. Understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written communication as evidenced in the successful completion of

the following assignments: summaries, responses to essays, Papers I and II, and Final Examination. This objective reflects the expectations of Communications Exemplary Educational Objective 3.

4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding as evidenced by students' ability to consider and discuss in groups the weaknesses and strengths of example compositions, including those written by class members and professional writers. This objective reflects the expectations of Communications Exemplary Educational Objective 4.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument as evidenced in close readings of selected texts and in successful completion of Papers I and II and other written assignments, including summaries of and responses to essays. This objective reflects the expectations of communications Exemplary Educational Objective 5.
6. Develop the ability to research and write a documented paper and give an oral presentation based on that paper and the ability to incorporate various rhetorical strategies in their own writing as evidenced by successful completion of Papers I and II. This objective reflects the expectations of Communications Exemplary Educational Objective 6.

Prerequisites:

A grade of "C" or better in English 1301

Justification:

This course partially fulfills the core curriculum requirement for six hours in English Composition.

Course Outline:

This class includes the following areas of focus:

- (1) practice in a close reading of a substantial number of argumentative essays and identifying the characteristics of effective discourse
- (2) practice in writing argumentative discourse.

Methods of Instruction:

Methods of instruction in this course seek to develop students' analytical skills in reading and to refine their written skills in producing effective academic discourse. To that end, the course instruction includes lecture, discussion, and classroom writing activities.

Course Requirements and Means of Evaluation:

To pass this course, students *must complete all major assignments* as listed below, including the final essay exam.

I. 20 Discussion questions pertaining to designated readings (in-class) 5 points each = **100 points**

You are required to submit a total of 20 discussion questions at the beginning of class Weeks 2 through 14. These questions should come from the readings assigned. Therefore, in order to receive full credit for your question, it should be relevant to the reading and should be framed in such a way as to encourage class discussion, i.e. questions to which one can answer a simple "yes" and/or "no" are not acceptable.

You must be present for the entire class period to submit your discussion questions. I will not accept emailed discussion questions.

II. Ten Response Papers pertaining to designated readings 20 points each = 200 points

Rubric for evaluating Response Papers:

You are required to submit ten response papers connected to assigned readings. Response Papers should include the following: author's thesis (claim), points, and evidence, as well as an analysis that examines the author's audience, assumptions, and biases, as well as the strength of the argument. You must provide examples to support your analysis.

Papers should be in MLA format, contain approximately 300 words, and address the requirements of each assignment. Use quotes sparingly. Do not copy any of the words or phrases of the original without documentation. Remember that the majority of your paper should be YOUR words. Be careful to present the ideas and main points clearly. For due dates, see the syllabus.

Response Papers will be graded as follows: minimal effort (10 points); major points mentioned but lacking in development (15 points); thorough overview of essay with major points of assignment addressed and assignment written following acceptable usage (20 points). A perfect score for the ten writing assignments will be 200 points. (A list of assigned essays with calendar dates will be provided.) You must submit hard copies. *You must be present for the entire class period to submit your response papers. I will not accept emailed response papers.*

III. Analytical Writing Assignments in response to readings

10 points each = 100 points

Rubric for evaluating writing assignments:

Students are required to write ten short analytical or creative responses to assigned essays. Five analytical writing assignments will be written in-class. The other five will be written out of class and must be submitted to turnitin.com. See syllabus for specific dates. Analytical writing assignments will be graded as follows: minimal effort (5 points); more effective effort but containing some errors in usage (7 points); thorough response to writing prompt and written with acceptable usage (10 points). In all, a perfect score for the ten responses will be 100 points. For analytical writing assignments written out of class, you must submit hard copies during the class period they are due. *You must be present for the entire class period to submit a writing assignment. I will not accept emailed writing assignments.*

IV. Paper I: Research Paper on approved topic (argumentative/persuasive paper) 250 points

(at least 1250 words; not counting works cited page; **must be submitted to Blackboard's plagiarism checker BEFORE** it will be graded; tutor session in Student Success Center required (counts as 10% or 25 points of your grade).

You will turn in a packet for this paper. Your packet will include: brainstorming, rough draft, peer review sheet, Student Success Center proof sheet, any revisions you have made, and a final copy. *Incomplete packets will be returned to you ungraded. See calendar for due date.*

V. Paper II: Research Paper on approved topic (argumentative/persuasive paper) 300 points

(at least 1600 words, not counting works cited page; **must be submitted to Blackboard's plagiarism checker BEFORE** it will be graded; tutor session in Student Success Center required (counts as 10% or 30 points of your grade)

You will turn in a packet for this paper. Your packet will include: brainstorming, rough draft, peer review sheet, Student Success Center proof sheet, any revisions you have made, and a final copy. *Incomplete packets will be returned to you ungraded. See calendar for due dates.*

VI. Final Exam Essay in response to a reading (in class) 150 points

TOTAL POINTS: 1100

General Rubric for evaluation of Papers I and II and Final Exam

In addition to the requirements listed below, Papers I and II must meet the following **additional** requirements:

- (1) appropriate and correct use of sources
- (2) adequate number of sources
- (3) MLA citation and documentation.

For additional information, see the handout for each paper.

For the final exam, the rubric is the same as listed above for Papers I and II without the requirement for secondary sources.

Grading Scale: A=980-1100 points; B=870-979 points; C=760-8699 points; D=660-759 points; Below 600 points=F

“A” papers: 90-100% of points awarded

The essay:

1. Contains a clear thesis that is maintained and presented in an organized manner and supported throughout the paper
2. Contains an effective introduction that attracts the interest of the reader, followed by a logical development of topic, and concluded with an appropriate closing
3. Maintains coherence with the use of transitional words, phrases and sentences to show the relationships of ideas
4. Contains unified paragraphs
5. Offers specifics and critical analysis, and evaluates the significance of supporting details or examples
6. Reveals a writing style that adheres to the conventions of edited American English
7. Reveals a writing style that evinces the writer’s use of stylistic techniques that enhance the paper’s effectiveness
8. Shows creative or original approach toward topic

“B” papers: 80-89% of points awarded

The essay:

Contains 1-6 as listed above

“C” papers: 70-79% of points awarded

The essay:

Contains 1-4 as listed above. The paper may reveal minor errors in adhering to the conventions of edited American English, but these problems are not so severe that they inhibit the writer’s ability to be effective or to achieve clarity.

“D” papers: 60-69% of points awarded

The essay:

1. Contains a thesis, but the thesis lacks acceptable clarity and/or development.
2. Lacks effective organization and appropriate use of supporting details.
3. Lacks clear organization
4. Reveals some major problems in composition at the sentence level; i.e. fragments, comma splices, run-on sentences
5. Lacks acceptable adherence to the conventions of edited American English

“F” papers: 59% or less of points awarded

The essay

1. Lacks a discernable thesis
2. Reveals problems in coherence and clarity
3. Lacks a sense of organization and contains little or no supporting details
4. Contains major problems at the sentence level: i.e. fragments, comma splices, run-on sentences
5. Lacks acceptable adherence to the conventions of edited American English

All out of class written work must be submitted to Blackboard’s plagiarism checker.

ADDENDUM

Instructor’s Expectations and Comments:

Students are expected to refine the writing skills they developed in English 1301. In particular, they are expected to write and edit effective academic discourse that is supported by appropriate and varied sources. In researching sources, students will gain additional practice in searching and incorporating within their writing appropriate source material in both print and electronic formats. Additionally, they will use methods of critical thinking and logical reasoning to evaluate, analyze, and synthesize information.

An underlying construct of this class is that better readers make better writers. For this reason, the course demands a close reading and analysis of a substantial number of essays. It argues that the more students read, the more proficient they become as readers and the more closely they read, the better writers they’ll become. Focusing closely on the strategies involved in writing and analyzing that process will help students become better writers more quickly. In summary, writing about reading encourages better reading, which in turn encourages better writing. In short, students should expect to do a great deal of both reading and writing in tandem. The main text for this class is a “reader.”

Additionally, this course assumes that the purpose of all writing is persuasive or argumentative. Therefore, students will analyze how various rhetorical modes—narrative, cause/effect, definition, process, definition, classification, and description—serve the larger purpose of argumentation.

Finally, this course contends that writing about a discipline is the fastest and most efficient way to determine whether one understands its underlying principles. Following the thesis of William Zinsser’s well-received *Writing To Learn*, this course asks that students read and analyze essays in various content areas, including psychology, culture, education, language, nature and the environment, ethics, history, politics and government, science and technology, and the arts and media.

One last point, this course invites students to enjoy the reading (and writing!). Students are developing skills that will serve them well throughout life.

Academic Integrity:

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions." For additional information see the university catalog.

Disability Accommodations:

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Attendance Policy:

A strict attendance policy is in force in this class and for good reason. Because the class includes frequent classroom practice in writing with immediate feedback as well as class discussion, students must be present to benefit from the writing exercises and discussions. Moreover, both activities offer a systematic approach to the acquisition of skills. Attending only occasionally will undermine students' development as a writer. For these reasons, if students miss more than three days, they seriously endanger their ability to pass this course.

Class attendance includes coming to class on time. Students more than 10 minutes late will be counted tardy. For every three tardies, students will receive one absence.

Homework will be turned in *at the beginning* of each class meeting.

Participation means interaction with other students and the instructor not just presence in class. Class comments will reflect reading and honest consideration of the viewpoints of the other students. Students are expected to deal with one another and the instructor in a professional, courteous manner. Students are also expected to visit the Writing Center for assistance with the development of their writing assignments.

There will be *no cell phone use during class time*. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then get up and leave the room to talk on your phone.

SCHEDULE FOR REQUIRED READINGS AND WRITING ASSIGNMENTS

Week 1:

August 28

Introductions; syllabus

HW: Prepare for in-class writing for August 30

August 30

In-class writing assignment – Personal Reflection Paper

HW: Read the following essays:

- (1) “How Teachers Make Children Hate Reading” by John Holt 358
- (2) “College Is a Waste of Time and Money” by Caroline Bird 372
- (3) “Learning to Read” by Frederick Douglass 346
- (4) “College Pressures” by William Zinsser 380
- (5) “Superman and Me” by Sherman Alexie 355

Response Paper 1: Write a reflective response to any of the essays assigned for this week **except #2**. The response paper must be at least 300 words, typed. See the page 3 of the syllabus for complete instructions.

All homework is due at the beginning of the next class

Week 2: Education

September 4

DUE: Response Paper 1; Discuss “College Is a Waste of Time and Money”

HW: Analytical Writing Assignment 1 (AWA 1) - Prepare a typed rebuttal to “College Is a Waste of Time and Money”

All homework is due at the beginning of the next class

September 6

DUE: AWA 1

HW: Read the following essays:

- (1) “Advice to Youth” by Mark Twain 550
- (2) “In Defense of Prejudice” by Jonathan Rauch 569
- (3) “The Boston Photographs” by Nora Ephron 657
- (4) “Thank God for the Atom Bomb” by Paul Fussell 664
- (5) “We Do Abortions Here: A Nurse’s Story” 650

Response Paper 2: Write a reflective response to any of the essays assigned for this week **except #4**. The paper must be at least 300 words, typed. See page 3 of the syllabus for complete instructions.

All homework is due at the beginning of the next class

Week 3: Ethics

September 11

DUE: Response Paper 2; Discuss “Thank God for the Atom Bomb”

HW: Brainstorm for in-class writing assignment **AWA 2**.

All homework is due at the beginning of the next class

September 13:

In-class Writing Assignment (AWA 2): Write an analysis of how Fussell uses personal narrative in support of his argument in “Thank God for the Atom Bomb”

HW: Read the following essays:

- (1) “Shooting an Elephant” by George Orwell 784
- (2) “A Modest Proposal” by Jonathan Swift 790
- (3) “The Separation of Church and State” by Stephen Carter 843
- (4) “Letter from Birmingham Jail,” by Martin Luther King, Jr. 818
- (5) “The Declaration of Independence” by Thomas Jefferson and Others 807

Response Paper 3: Write a reflective response to any of the essays assigned for this week except #5. The paper must be at least 300 words, typed. See page 3 of the syllabus for complete instructions.

All homework is due at the beginning of the next class

Week 4: Politics and Government

September 18

DUE: Response Paper 3

HW: AWA 3 – Write a brief typed analysis explaining Jefferson’s views on the nature of man, the function of government, and the relationship between morality and political life in “The Declaration of Independence”; Begin thinking about topics for **Paper I (due October 16)**.

All homework is due at the beginning of the next class

September 20

DUE: AWA 3

HW: Read the following essays:

- (1) “How Lincoln Won the War with Metaphors” by James M. McPherson 723
- (2) “After the Genocide” by Philip Gourevitch 752
- (3) “The Death of Abraham Lincoln” by Walt Whitman 716
- (4) “From Realism to Virtual Reality: Images of America’s Wars,” by H. Bruce Franklin 761

Response Paper 4: Write a reflective response to any of the essays assigned for this week except #3. The paper must be at least 300 words, typed. See page 3 of the syllabus for complete instructions.

Begin research on **Paper I (due October 16)**.

All homework is due at the beginning of the next class

Week 5: History

September 25

DUE: Response Paper 4

HW: Find at least three articles you might be able to use in **Paper I (due October 16)**. Bring your articles to class **October 4**.

September 27

In-class writing assignment AWA 4: At the end of this speech, Whitman speaks grandly of Lincoln’s significance for far more than the citizens of the United States. As he sees it, what do all these people have in common that allows for Lincoln’s more-than-national significance?

HW: Read the following essays:

- (1) "Good Readers and Good Writers" by Vladimir Nabokov 973
- (2) "Understanding Comics" by Scott McCloud 1022
- (3) "The Motive for Metaphor," by Northrop Frye 983
- (4) "Going to the Movies," by Susan Allen Toth 1036
- (5) "A Century of Cinema," by Susan Sontag 1028

Response Paper 5: Write a reflective response to any of the essays assigned for this week except # 1. The paper must be at least 300 words, typed. See page 3 of the syllabus for complete instructions.

Continue working on collecting articles for **Paper I (due October 16)**.

All homework is due at the beginning of the next class

Week 6: Literature, The Arts, and The Media

October 2

DUE: Response Paper 5

HW: AWA 5: Write an analysis of whether Nabokov's qualities of a good reader and good writer correspond, including why or why not.

October 4

DUE: AWA 5; In class we will discuss articles you have collected for **Paper I (due October 16)**.

HW: Complete reading and writing assignments for Week 7.

Begin work on **Paper I (due October 16)**.

Week 7: Paper I

For Meeting A: Student Conferences

For Meeting B: Student Conferences

HW: PAPER 1 IS DUE 8 A!In addition, complete analysis for Week 8

Week 8: Science and Technology

TURN IN PAPER I.

For Meeting A Read:

- (1) "The Nature of Scientific Reasoning," by Jacob Bronowski 886
- (2) "Why the Reckless Survive" by Melvin Konner 940
- (3) "Intelligent Evolution" by Edward O. Wilson 949
- (4) "Darwin's Middle Road" by Stephen Jay Gould 959
- (5) "The Route to Normal Science," by Thomas S. Kuhn 899

For Meeting A Write:

A reflective response to any of the essays assigned for this week except #5. Paper must be at least 250 words, typed. See syllabus for complete instructions.

Meeting B In-Class Writing Assignment (AWA 6):

An analysis of the important terms in this selection that Kuhn defines; how many does he illustrate as well as define? Why does he both define and illustrate?

HW: Read advertising handout; choose and analyze of a full page magazine ad or a television commercial you can show in class (via youtube or the company's website). You will present your findings in class Week 9 B.

Week 9 Advertising

For Meeting A Write:

An analysis of your ad. Who is the audience? What is the purpose/thesis? What are the underlying assumptions? Provide evidence for your points. Paper must be at least 250 words, typed. A hard copy of the ad or the URL must accompany your written assignment.

HW: Choose a topic for **Paper II (due 13 A) and begin collecting sources (due 11 A). Submit topic and Working Annotated Bibliography 11 A.**

For Meeting B:

Presentations

HW: Complete reading and writing assignments for Week 10.

Continuecollecting sources (due 11 A) for Paper II (due 13 A). Submit topic and Working Annotated Bibliography 11 A.

Week 10 Cultural Analysis

For Meeting A Read:

- (1) "Is American Falling Apart?" by Anthony Burgess 235
- (2) "Behind the Formaldehyde Curtain," by Jessica Mitford 254
- (3) "Motherhood: Who Needs it?" by Betty Rollin 286
- (4) "Black Men and Public Space" by Brent Staples 314
- (5) "Stranger in the Village" by James Baldwin 304

For Meeting A Write:

A reflective response to any of this week's assigned essays except #1. Paper must be at least 250 words, typed. See syllabus for complete instructions.

HW: Continuecollecting sources (due 11 A) for Paper II (due 13 A). Submit topic and Working Annotated Bibliography 11 A.

For Meeting B bring to class: a brief, typed paper answering the following question (AWA 7):

Burgess's essay was written in 1971; what might he leave out, add, or modify if he were to write it today?

HW: Complete reading and writing assignments for Week 11.

Continue collecting sources (due 11 A) for Paper II (due 13 A). Submit topic and Working Annotated Bibliography 11 A. Begin composing rough draft of Paper II.

Week 11: People, Places

Working Annotated Bibliography due today!!!

For Meeting A Read:

- (1) "from *An American Childhood*" by Annie Dillard 110
- (2) "Strangers" by Toni Morrison 135
- (3) "Sowers and Reapers" Jamaica Kincaid 139
- (4) "Yeager" by Tom Wolfe 126
- (5) "The Way to Rainy Mountain" by N. Scott Momaday 119

For Meeting A Write:

A reflective response to any of this week's assigned essays except #1. Paper must be at least 250 words, typed. See syllabus for complete instructions.

HW: Continue to work on rough draft Paper II.

Meeting B In-Class Writing Assignment (AWA 8):

A sketch about a mother, real or fictional, adopting a tone similar to Dillard's in this sketch.

HW: Continue to work on rough draft Paper II.

Week 12: Paper II

Meeting A: Student Conferences

Meeting B: Student Conferences

HW: PAPER II DUE 13 A!!!! Complete reading and writing assignments for Week 13

Week 13: Human Nature

PAPER II DUE TODAY (13 A) AT THE BEGINNING OF CLASS

For Meeting A Read:

- (1) "The Good News Is: These Are Not the Best Years of Your Life" by Gloria Steinem 213
- (2) "Being a Man," by Paul Theroux 176
- (3) "Between the Sexes, a Great Divide," by Anna Quindlen 174
- (4) "On the Fear of Death," by Elisabeth Kubler-Ross 219
- (5) "Young Hunger" by M.F.K. Fisher 206

For Meeting A Write:

A reflective response to any of this week's assigned essays except #4. Paper must be at least 250 words, typed. See syllabus for complete instructions.

For Meeting A bring to class (AWA 9):Kubler-Ross incorporates various kinds of evidence: experience, observation, and reading. Analyze the various kinds and describe how she incorporates them.

HW: Complete reading and writing assignments for Week 14

Week 14: Personal Report:

For Meeting A Read:

- (1) "On Being a Cripple" Nancy Mairs 46
- (2) "Once More to the Lake" by E. B. White 79
- (3) "Green Cards" by Alberto Alvaro Rios 40
- (4) "Beauty: When the Other Dancer Is the Self" by Alice Walker 55
- (5) "On Going Home" by Joan Didion 1

For Meeting A Write:

A reflective response to any of this week's assigned essays except #1. Paper must be at least 250 words, typed. See syllabus for complete instructions.

Meeting B In-Class Writing Assignment (AWA 10):

How does Mairs organize her essay? What connects the different parts to each other?

HW: Prepare for Paper II presentations.

Week 15:Presentations

For Meeting A: Presentations

For Meeting B:Presentations

HW: Prepare for final exam

Week 16: Finals Week

For Meeting A: Final Exam Paper written in class